

**GUIDELINES:**  
**STUDENT EDUCATION AND CAREER PLANNING AND EVALUATION**  
**TOOLS**  
**(09/00)**

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**DOCUMENT TITLE:** Student Education and Career Record Evaluation (SECRE Form)

**HOW:** The Guidance Counselor and/or School Representative:

- Complete the top portion;
- Review all evaluation data, summarize data on the record, sign and date the record; and
- Update as appropriate.

The Workplace and School Representative;

- Review all evaluation data, check off, sign and date in the column parallel to the skills attained by the student.

**WHO:** Guidance counselors and/or school staff as well as employer representatives.

**FOR WHOM:** All students participating in the School-to-Career System (Grades 9-12).

**WHEN:** Quarterly, at minimum. May be completed at the conclusion of specific structured projects.

**WHERE:** School and Workplace.

**WHY:** To record progress in mastery of academics, technical and employability skills, in school and in the workplace.

**Student Education and Career Record and Evaluation Form**  
**For Certificate of Initial Mastery – Government, Education and Human Services**

Student \_\_\_\_\_

Educational Institution \_\_\_\_\_

Counselor/  
Advisor \_\_\_\_\_

Grade (Secondary)

Semester (Postsecondary)

☐ 9    ☐ 11

☐ 1    ☐ 3

☐ 10    ☐ 12

☐ 2    ☐ 4

Employer I \_\_\_\_\_  
Name

Educator \_\_\_\_\_  
Name

Address

Educator \_\_\_\_\_  
Name

Employer 2 \_\_\_\_\_  
Name

Educator \_\_\_\_\_  
Name

Address

Employer 3 \_\_\_\_\_  
Name

Educator \_\_\_\_\_  
Name

Address

Skills	School-Based Learning	Work-Based Learning
<b>I. ACADEMIC SKILLS</b>		
<b>LANGUAGE ARTS</b>		
• <b>Reading</b>		
1. Locate and use reference materials		
2. Sequence information		
3. Compare and contrast information		
4. Interpret technical documents, manuals and tables		
5. Identify main and subordinate ideas		
6. Cross-reference information		
7. Follow directions to achieve an objective		
8. Identify cause and effect relationships		
9. Draw conclusions from facts		
10. Predict consequences		
11. Interpret abbreviations, symbols and graphs		
• <b>Writing</b>		
1. Organize and relate ideas		
2. Develop preliminary outline		
3. Use standard grammar and punctuation		
4. Create clear memos and letters		
5. Proofread and edit		
6. Complete forms and applications		
7. Take notes		
8. Create and interpret graphs and charts		
• <b>Communication Skills</b>		
1. Exchange ideas		
2. Ask and answer questions		
3. Organize and express directions in logical sequence		
4. Convey thoughts upward, downward and laterally		
5. Comprehend ideas and instructions		

Skills	School-Based Learning	Work-Based Learning
6. Follow directions to achieve an objective		
7. Use appropriate body language		
8. Distinguish between relevant and irrelevant		
9. Identify cause and effect information		
10. Infer meaning		
11. Draw conclusions		
12. Predict consequences		
13. Apply data analysis to job tasks		
14. Demonstrate interviewing skills		
15. Demonstrate telephone skills		
• <b>Mathematics</b>		
1. Add, subtract multiply and divide whole numbers, decimals, fractions and mixed numbers		
2. Convert decimals, fractions, ratios & percentages		
3. Conduct linear, area, volume capacity and weight measurements		
4. Calculate ratios and proportions		
5. Estimate to nearest whole numbers		
6. Apply statistical principles		
7. Apply algebraic principles		
8. Apply geometric principles		
9. Identify trends from data		
10. Create and interpret tables and graphs		
11. Use a calculator		
• <b>Sciences</b>		
1. Demonstrate basic understanding of biology		
2. Demonstrate basic understanding of chemistry and physics		
• <b>Computer Knowledge</b>		
1. Operate a personal computer		
2. Have keyboarding skills		
3. Use word-processing software		
4. Use specialized software		
5. Use database software		
6. Use CD-ROMS		
7. Establish document storage		
8. Use computer communication		
9. Use computers to format		
10. Enter simple data		
11. Apply computers to job tasks		
<b>II. TECHNICAL SKILLS</b>		
• <b>Reading</b>		
<input type="checkbox"/> Read and understand grant applications		
<input type="checkbox"/> Ability to read and understand agency policies, laws and regulations, statutes and code provisions		
<input type="checkbox"/> Locate information in federal, state and local statutes, and in regulations and technical references		
<input type="checkbox"/> Knowledge of legal and legislative terminology		
<input type="checkbox"/> Ability to complete grant application		
<input type="checkbox"/> Ability to prepare clear, concise, accurate reports		
<input type="checkbox"/> Ability to write routine business letters		
<input type="checkbox"/> Use professional terminology properly in written material		
<input type="checkbox"/> Ability to use terminology properly in written materials		

Skills	School-Based Learning	Work-Based Learning
• <b>Mathematics</b>		
<input type="checkbox"/> Ability to understand basic budget process		
<input type="checkbox"/> Ability to apply mathematical knowledge in routine circumstances		
• <b>Scientific Knowledge and Skills</b>		
<input type="checkbox"/> General knowledge of psychology and physiology		
<input type="checkbox"/> Knowledge of physiological and perceptual disorders such as learning disabilities, perceptual handicaps, etc.		
<input type="checkbox"/> Knowledge of problems of adolescents and influences of the environment		
<input type="checkbox"/> Knowledge of psychosis, personality disorder, psychopathology and violence		
<input type="checkbox"/> Knowledge of the processes of normal human behavior, such as motivation, emotion, neurosis, etc.		
<input type="checkbox"/> Basic knowledge of psychotropic/anti-anxiety drugs and their therapeutic use		
<input type="checkbox"/> Knowledge of group therapy technique such as client-centered behavior modification techniques		
<input type="checkbox"/> Knowledge of first aid procedures		
<input type="checkbox"/> Knowledge of various symptoms caused by prescription drugs		
<input type="checkbox"/> Knowledge of principles and practices involved in the care, custody and rehabilitation of youth		
<input type="checkbox"/> Knowledge of principles and practices of family therapy		
<input type="checkbox"/> Ability to apply general scientific knowledge in a variety of circumstances (e.g. environment)		
<input type="checkbox"/> Knowledge of toxic and flammable substances		
• <b>Speaking and Listening Skills</b>		
<input type="checkbox"/> Ability to recruit and utilize volunteers		
<input type="checkbox"/> Ability to phrase legal concepts clearly		
• <b>Problem-Solving and Analytical Skills</b>		
<input type="checkbox"/> Ability to analyze and interpret laws and regulations		
<input type="checkbox"/> Ability to gather and analyze data		
<input type="checkbox"/> Ability to use social service resources efficiently		
<input type="checkbox"/> Some ability to conduct research studies		
<input type="checkbox"/> Ability to understand systems and key components		
• <b>Occupation-Specific Knowledge and Skills</b>		
<input type="checkbox"/> Knowledge of services provided by agency or provider		
<input type="checkbox"/> Knowledge of community resources and services		
<input type="checkbox"/> Knowledge of relevant state and federal law		
<input type="checkbox"/> Knowledge of basic office methods and procedures		
<input type="checkbox"/> Knowledge of basic office equipment		
<input type="checkbox"/> Ability to assess client behavior in terms of desired objectives and in relation to others		
<input type="checkbox"/> Ability to mediate problems		
<input type="checkbox"/> Ability to assess individual behavior and observe change in clients		
<input type="checkbox"/> Ability to interpret statutes, laws and regulations		
<input type="checkbox"/> Ability to comprehend trends in public policy		
<input type="checkbox"/> Ability to develop solutions/strategies to address public concerns		
<input type="checkbox"/> Ability to interpret case law, legal documents and other written materials		
<input type="checkbox"/> Knowledge of early childhood education		

Skills	School-Based Learning	Work-Based Learning
<input type="checkbox"/> Basic knowledge of disciplinary techniques and guidelines for their use		
<input type="checkbox"/> Skills in recognizing nonverbal communications such as body language		
<input type="checkbox"/> Expertise in legal research techniques		
<input type="checkbox"/> Basic knowledge of legislative and administrative government processes		
<input type="checkbox"/> Knowledge of law enforcement practices and routines		
<input type="checkbox"/> Ability to learn state and municipal laws, regulations and procedures		
<input type="checkbox"/> Ability to maintain a complex set of records		
<input type="checkbox"/> Some public relations skills in dealing with clients and social service agencies		
• <b>Computer Skills</b>		
<input type="checkbox"/> Basic knowledge of the concepts of the network and Internet/Intranet usage		
<input type="checkbox"/> Knowledge of the functioning and use of information technology		
• <b>Customer Service</b>		
1. Adopt a customer service orientation		
2. Gather information from various sources to identify prospective customers/markets		
3. Communicate with customer in a professional manner		
4. Maintain accurate and complete information about customers		
5. Document and process customer information/orders		
6. Interpret customer information to identify needs		
7. Offer options to problems and negotiate solutions		
8. Show customers how to implement, plan and take action whenever necessary		
9. Monitor implementation plan and take action whenever necessary		
10. Identify new customer needs		
11. Inform customer when needs cannot be met		
12. Make alternate recommendations		
13. Analyze customer feedback to improve internal customer support process		
• <b>Team Work</b>		
1. Works effectively in a team		
2. Follows instructions		
3. Takes initiative		
4. Provides support to others		
5. Fosters innovation		
6. Manages relationships		
• <b>Adaptability</b>		
1. Accepts changes		
2. Performs multiple assignments		
3. Shows flexibility		
4. Adjusts style to the situation		
5. Handles multiple tasks simultaneously		
6. Adapts skills to new tasks		